DOCUMENT RESUME

ED 238 762 SO 015 137

AUTHOR Luna, Pat
TITLE Specialization.
PUB DATE 80
NOTE 44p.; Paper prepared at Harris County Middle School for the International Paper Company Foundation's 19th Annual National Awards Program for the Teaching of Economics (1980-1981). For related documents, see SO 015 005-007 and SO 015 118-136. Examples of student work may not reproduce clearly.
AVAILABLE FROM National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free)
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Awards; Case Studies; Concept Teaching; *Economics Education; Efficiency; Field Trips; Hypothesis Testing; Intermediate Grades; Junior High Schools; Learning Activities; Research Skills; Scientific Methodology; Skill Development; *Specialization; Student Research; Surveys; Teacher Developed Materials; Units of Study; Values Education
IDENTIFIERS Interdependence; Profit Maximization

ABSTRACT

Designed for middle school students, this award winning, six-day teaching unit helped students learn about the concepts of specialization, interdependence, efficiency, and profit. At the onset of the lesson the students were already familiar with the concepts of scarcity, goods, services, profits, supply, demand, and opportunity costs. The unit's activities involve students in discussing a case study entitled "The Coach's Dilemma," and deciding whether or not a one coach junior high school should drop some of the many sports in which it presently participates so that the coach and the students can focus on one or two sports and have more time to practice and improve. Students also survey 30 local businesses to determine if they specialize or not. They identify the main goods or services each business provides. Some local business persons are also interviewed. Using the results, students then discuss whether or not they believe it is more efficient to specialize or not to specialize. Students learn how to use scientific methodology in their research project. The lessons also incorporate a value analysis experience and a field trip. Specific teaching procedures, student handouts, tests, and the student reports of their interviews are included. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED238762

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

George E. Palmer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SPECIALIZATION

1980-81
3rd place
Jr. Hi

Pat Luna
Harris County
Middle School
Hamilton, Ga.
1980-81

50 015 137

ABSTRACT

This teaching unit is on specialization. Specialization is so fundamental to today's society, yet so rarely taught. Through this six day series the students acquired an applicable knowledge of the concepts of specialization, interdependence, efficiency and profit. The lessons reinforced the concepts of goods and services which were the subjects of earlier lessons.

The unit is designed for middle school students. These students have a short attention span and a need for social contact. The lessons provided a great deal of variety which maintained the interest of the pupils. The lessons also contained a lot of group work which satisfied their need for peer contact.

The lessons were centered around the inquiry process. Each of the five inquiry steps were achieved. The unit also incorporated a value analysis experience, a thinking skills lesson, hypothesizing, critical thinking and a field trip to a Columbus furniture factory and a local furniture shop.

The students learned not only the economic concepts, but also some important skills. The students learned the steps to scientific inquiry. The students participated in a community survey. The students practiced democratic decision-making. The students reassessed their attitudes and values. Finally, the students learned economics can be fun!

Introduction

Harris County Middle School is a rural school in southwestern Georgia. The middle school is small. We have all the 6th, 7th and 8th graders in the county, yet our enrollment is under 500 students. The students are homogeneously grouped, based on testing and past performance.

The community is agriculturally based. The two principal sources of income are farming and textile mills. The average per capita income is $5,200. Most of our students will follow their families tradition and remain in the county to work on the farm or in "the mill."

I am responsible for all 7th grade social studies instruction. The 7th grade course of study established by the State of Georgia is American History.

One of the school projects this year was to write a curriculum guide for every middle school subject. Harris County Middle School has never had a curriculum guide before. I took the opportunity to integrate into the curriculum most of the key economic concepts. Examples of this integration include the following: the concepts of money and banking into the study of Hamilton's fight for the national bank, the concepts of shortages and surpluses during the study of the Civil War, the concepts of supply and demand during the unit on slavery and the study of inflation and recession while studying the Great Depression. In addition, these studies were facilitated by the use of production possibility curves, supply and demand curves and other graphs, charts and tables.

The lessons I have submitted were taught in the fall. I submitted this set because Dr. Carole Hahn of Emory University observed this lesson. Dr. Hahn was favorably impressed (see enclosures #1 and #2).

The students at the onset of this lesson were already familiar with

the concepts of scarcity, goods, services, profits, supply, demand and opportunity cost.

The lessons are designed to reinforce several of these concepts; in particular, the concepts of goods, services and profits. The lessons are also designed to create the concepts of specialization, efficiency and interdependence. This unit was taught as part of a 6 week unit devoted entirely to economics. This unit was reinforced in subsequent American history units which were discussed earlier.

The lessons are designed to integrate several innovative teaching techniques. The central technique is guided inquiry. The other techniques utilized include value analysis and thinking skills. The more traditional methods of lecture, class discussion and testing are also integral.

The Lesson:

Title: To specialize, or not to specialize, - that is the question...

Time Required; One week (Very flexible)

Recommended Grade Level: 7 (Middle School)

Concepts: Specialization, Efficiency, Good, Service, Profit

Instructional Objectives:

1. The students will be able to categorize a business based on whether it provides a good or a service.
2. The students will be able to hypothesize about the efficiency of specialization.
3. The students will be able to test their hypothesis through experimentation.
4. The students will be able to evaluate the hypothesis and reach a conclusion based on this evaluation.
5. The students will be able to apply this conclusion to additional data to test the reliability of their conclusion.

Materials:

One copy per student of handout numbers 1, 2, 3, 4 and 5. One copy per student of the examination (enclosure #4 and #5). Ten sheets of paper per student (scratch paper is fine). A stop watch to time the production exercise.

Rationale:

To specialize, or not to specialize, is a question which has spanned every aspect of society throughout history. Today most of American society is specialized and interdependent. Indeed, most countries of the world are specialized. Why has the world developed such a system?

Is it because specialization is the most efficient system? This is the question the students will be trying to answer.

Specialization is too integral to the American economy and the American society for students not to understand it. The U.S. economy is highly specialized. Few people are totally self-reliant; most are totally interdependent. Business, agriculture, industry, education, government and even religion are all practicing specialists. With so much specialization in every sector of society, it is important for students to know what specialization is and why people specialize.

DAILY LESSON PLANS

Day 1	Procedure 1a.	Recognizing a Problem
Day 2	Procedure 2a.	Data Collection
	Procedure 3a.	Hypothesis Formulation
	Procedure 4a.	Testing Methods Identified
Day 3	Procedure 5a.	Survey Test
Day 4	Procedure 6a.	Class Experiment
		Develop Conclusions
Day 5	Procedure 7a.	Application of Conclusions
Day 6	Procedure 8a.	Evaluation

Procedures:

1a. Activities - The students received Handout #1, "The Coaches Dilemma." The dilemma was read silently. Each student, after reading the dilemma, received a copy of Handout #2, "Value Analysis Questions." The students answered each of these questions individually. My role was a facilitator. I stressed to the students that the answers to these questions were opinions. The students were told that there was not a right or wrong answer. Every student completed the exercise which clearly demonstrated a keen interest in the activity. After all the students had completed the questions, the class discussed the problem. What began as a discussion, became a heated debate. Students had very strong opinions about what should be done. Predictably, the students in the class who were the best athletes believed that the coach should eliminate several of the teams. Those students who rarely had an opportunity to participate in sports believed the Coach should continue having several teams. In every class there was a marked difference of opinion. Each class discussion included the expression of these opinions, the recognition and refinement of the problem and a definition of all terms.

1b. Purposes - The dilemma was used as a pretest. Through both the answers on the analysis sheet and the class discussion, I was able to discern whether or not the students were familliar with the concept. The exercise revealed a limited common sense acquisition of the concept of specialization. It was evident the students needed additional instruction to enable them to apply the concept. The exercise also provided the students an opportunity to express their opinions and clarify their values on a very pertinent topic. The students benefited not only from expressing their own opinions, but also from hearing their classmates opinions. A final objective of the activity was the recognition by the students of a problem

or ambiguity. This is the first step in the inquiry process. If ambiguity is not created, then inquiry cannot proceed. This objective was certainly acquired - without any cueing students were asking - "Is specialization the best system?" "Why is specialization better?" "Isn't it better to give more individual attention?" The lesson could have ended at this point by the teacher answering each question, but how long would the students have remembered these answers? What skills would they have learned? Probably only one skill, the skill of finding an easy answer - ask the teacher. Instead the students began the motivational and instructional process of inquiry . . .

2a. Activities - The students received Handout #3, "Businesses in town." This handout lists most of the businesses in the county. Column one, provided the name of the business to be considered. Column two, asked the students to list the principal goods or services that the business makes or sells. In columns number 3 and 4, students were asked to determine whether the business provides mainly a good or a service. This activity reinforced previous concept lessons on both goods and services. Finally, in columns 5 and 6, students were asked to check whether or not the business specializes. This activity was completed individually, at first. Every student completed the handout.

2b. Purposes - This handout initiated the next phase in the inquiry process - data collection. The activity was designed to facilitate inductive and informative hypothesizing. It pointed out one characteristic of specialization and enabled the students to recognize that the majority of businesses today are specializing. The handout also reinforced two previous lessons on goods and services.

3a. Activities - After all the students had completed Handout #3, I divided

the class into groups of four or five. Handout #4, "Group Tabulation Sheet," was given to each member of each group. I allowed about two minutes for the students to read over the directions and the questions. The students had all hypothesized and brainstormed in my classroom before. I clarified and discussed the handout and instructed the class again on hypothesizing, brainstorming and reaching group consensus. After all the questions had been cleared up, the groups began working on the handout. Most groups found it easy to reach consensus on Handout #3. However, voices raised when the groups began Handout #4. The first five questions on Handout #4 took only a few minutes; but the next 5 were very time consuming, but very productive. Most of the groups believed that specialization was the most efficient system. The style of the hypothesis varied among the groups. Several of the groups simply said, "Specialization is more efficient than non-specialization." Other groups were very technical, "There will be a positive correlation between specialization and efficiency." At least one group in every class believed non-specialization was the more efficient system. Each group hypothesized purposefully, thoughtfully and inductively. No one took the task of hypothesizing lightly. The brainstorming question (#10) was a teacher's dream. The students rattled off countless methods to test the hypothesis they had formed. My role was not to answer questions or cue answers, but to facilitate and insure the groups remained on task. The students were so excited about the activity that my role was quite easy to fulfill.

3b. Purposes - The primary purpose of this activity was hypothesis formulation. Hypothesis formulation is the third step in the inquiry process. The questions were designed in a chain, with one question leading to another.

This facilitated the inductive logic, necessary for hypothesizing. Another objective of the activity was to provide the students with some closure on Handout #3. By going over each business in the group, each person was able to correct his or her paper. Because most students answered these correctly, they felt very confident about the subject matter. Another purpose, was to acquire as many methods, as possible to test the hypothesis. Every class listed about twenty different methods through the brainstorming exercise.

4a. Activities - After all the groups had reached a consensus on every item on Handout #3 and #4, the class discussed both sheets. The class very rapidly discussed Handout #3. Most groups agreed about each of the responses. Questions 1-6 of Handout #4 were also very brief discussions. The tide turned with question #7. The group(s) which had decided to be "devil's advocates," strongly debated that non-specialization was more efficient. Those groups which believed specialization was more efficient, also took a strong stand. Because we were not attempting to reach class consensus, the two opposing opinions could remain and did remain. Question number 8, a definition of specialization, proceeded smoothly. The students had already defined specialization orally, in class the day before. This question was designed to reinforce that experience. Question number 9, involved the development of two hypotheses. The hypotheses agreed upon by each class varied. Generally, the two hypotheses were stated this way: (1) Specialization is the most efficient economic system. (2) Non-specialization is the most efficient economic system. Finally, the class discussion centered around the methods the students had developed to test the hypotheses they had formulated. These methods were put on the board, without any effort on either the students or my part, to

evaluate them. If the method was unclear, the students in that group were asked to explain the technique. After all these methods had been put on the board, the class discussed the feasibility of each one. I joined in the discussion, not as an authority, but as a participant. Based on this discussion and a realistic examination of school and community resources, several methods were chosen by the students, to test the hypotheses they had chosen.

4b. Purposes - The primary purpose of the class discussion was to decide the methods that would be used to test the hypotheses. Another purpose of the exercise was to provide closure to the group work. Every group had been able to participate and submit their ideas. The groups felt secure with their success at the group task.

5a. Activities - Two methods for testing the hypothesis were chosen. The first method was to consult several business "experts." A representative from each class (6) was chosen by the students. These representatives were responsible for eliciting responses to two questions, also chosen by the students. The two questions were, "What system do you feel is the most efficient, specialization or non-specialization and why?" These six students went out that night and asked six businessmen these questions. The next day these responses were typed and xeroxed (see enclosure #3). Each student received a copy. The students also received Handout #5, "Data Analysis Sheet." This handout was used to evaluate these opinions. I defined any unclear terms and described the exercise before they began. Each student answered each of the fifteen questions. Although the students had used this handout before, they required a lot of individual attention. Eventually, all the students completed the exercise. This exercise took longer than expected. As soon as the students had completed

the analysis of each of the six opinions, a class discussion followed. The class went over each item. Students were quick to note faulty logic, opinions, biases and inconsistencies. After discussing each of the fifteen questions the discussion now centered on specialization. I asked the question, "What do most businessmen feel is the most efficient system?" Because each of the six businessmen felt specialization was the best; the students all agreed that specialization was viewed by business as the most efficient. My next question was, "Why do businesses feel this way?" Each class then brainstormed a list of reasons taken from the businessmen's opinions. Once the list was concluded, closure was achieved by a brief teacher summary of the conclusions the students had reached.

5b. Purposes - The primary purpose of the exercise was to provide one test of the two hypotheses. Another purpose was to provide the students with an example of a survey and survey procedures. A final objective was providing the students with an experience in rationally evaluating opinions. This skill is a very important one for students to acquire in a democratic society.

6a. Activities - The second test of the hypotheses chosen by the students was a class experiment. The students made paper hats, footballs and airplanes. First, the students did not specialize and they made as many hats and footballs and planes as they could in 45 seconds. Next, students specialized. Every student made either hats, footballs or planes. The students were to make as many of whatever they were assigned as possible in 45 seconds. To try to control for extraneous variables such as practice or newness, the order was then reversed. First, the students specialized and then they did not specialize. A tally was made at the end of each of the four production sections (see example below). The

total number of planes, footballs and hats made during each production section was tabulated on this chart, which was on the blackboard. In every class, specialization was clearly the most efficient.

THE TALLY OF THE TOTAL NUMBER OF PAPER PLANES, HATS AND FOOTBALLS PRODUCED

	Not Specializing #1	Specializing #1	Specializing #2	Not Specializing #2
Hats				
Planes				
Footballs				

This chart clearly depicted the advantage of specialization. In one class the advantage was as high as 3-1. In most of the classes the advantage was about 1 1/2 or 2-1. Using this data and the data from the "expert's opinions," the students were prepared to reach a tentative conclusion. Through a class discussion, the students reached a conclusion, that specialization was the most efficient system. Even the "devil's advocates" agreed.

6b Purposes - This exercise had two primary purposes. The first purpose was to provide another test of the hypotheses. The second purpose was to develop a tentative conclusion. The students have compiled data, performed an experiment and inductively evaluated the validity and consistency of their hypothesis, to reach a conclusion. The development of this conclusion concluded the fourth step of the inquiry process.

7a Activities - The next day, all the students took a field trip to Copeland's handmade rocking chair company in Harris County. This company makes beautiful handmade rocking chairs. An example of these rocking

chairs is contained in the pictures of the students. This is one of the toddler rocking chairs they sell. The same day the students toured a furniture factory in Columbus, Georgia. One item this factory makes is rocking chairs. The students really enjoyed the tours. Both places gave the students free samples of materials. Both businesses provided the students with their last profit report and an estimate of the time necessary to complete one unit. When we returned to school the profit reports and the time estimates were compared on the blackboard. The time necessary to complete one homemade rocking chair was 9 hours. The time necessary to complete one factory rocking chair was 30 minutes. The homemade rocking chair company made $10 profit off each $45 chair. The factory made $15 profit off each $60 chair. The students believed this did support their conclusion - specialization was indeed more efficient. However, they also were quick to point out the opportunity cost of this efficienty. Every student preferred the handmade rocking chair. All agreed that it was better workmanship. A close comparison of the materials used also revealed the inferiority of the factory made product. All the students agreed that specialization was the most efficient, but many felt that the benefits did not outweight the quality sacrificed.

7b. Purposes - The purpose of this activity was to apply the conclusion to broader data. The students through this exercise applied their conclusion to the "real world." This increased the validity and consistency of the conclusion. Students now have a more applicable understanding of specialization.

8a. Activities - The students received two pictures, with questions below each picture (see enclosure #4 and #5). The students answered these questions based on the characteristics evident in the pictures. The

drawings were one student's test. This student cannot read. I am always giving him individual attention. I asked him to draw a picture of a specialized and a non-specialized society. He did quite well and made an A on the test. I traced over these with a black marker and typed three questions underneath. Over 98% of the students answered these questions correctly. Demonstrating an amazingly high percentage of mastery. The two percent that did not answer the test correctly received tutoring from a selected classmate and re-testing. These students eventually passed the test.

8b. Purposes - This evaluation was designed not only to test the students acquisition of the concept, but also to provide yet another learning experience. The students learned to apply their conclusion to a new type of data - pictures and examples of both societies.

BEST COPY AVAILABLE

HANDOUTS

HANDOUT #1 - THE COACHES DILEMMA

Read the following situation. Be prepared to answer questions on this material.

Junior High A has only 300 students and one coach. The school has football, basketball, baseball, swimming and tennis teams. All five teams are coached by the same person. The students and the coach try very hard. They practice a different sport every day. On Monday, the team practices football. On Tuesday, the swim team practices. Wednesday is basketball day. Thursday the team practices tennis. Friday is baseball practice. Although everyone works hard, the teams have loosing records in every sport. Coach Smith doesn't know what is wrong.

One of the teachers in the school suggested Coach Smith specialize. Because all the teams were comprized of the same forty members, it would not hurt to eliminate several of the teams. If the school only participated in one or two sports, the team members could have more time to practice and improve. The coach could develop a better game plan if he had more time to spend on each sport. More money could be put into one or two sports, rather than spreading the money out to support five sports.

Another teacher disageed with this idea. She felt the coach should keep doing exactly what he was doing. She argued that it did not matter if he should not win a game, as long as the students were learning and participating. The true goal of athletics, she believed, was sportsmanship, not winning. She encouraged the coach not to alter the program.

HANDOUT #2 - VALUE ANALYSIS QUESTIONS

1. What is the problem here?
2. What do different people suggest?
3. Infer from their suggestions what you think these people value?
4. Do any values seem to be in conflict?
5. Where do you think these people might have gotten their values?
6. Are there any other values people could hold related to this issue?
7. What might happen if the various positions are upheld?
8. If you were in the Coaches position what would you do?
9. Why?
10. What do you think the outcome of this decision would be?

HANDOUT #3 - BUSINESSES IN TOWN

What is more efficient specialization or non-specialization. One way to test efficiency is to establish what system business uses more. Why?

Below you will find a list of the 30 major businesses in town. List under column #2 the principal items each business sells or makes. List only the main goods or services the business provides. Avoid listing such things as "cokes at a gas station." The coke sales are not the key to whether the business makes a profit or not. What you should list are goods such as gas and oil.

If the business provides mainly a good, check column #3. If the business provides mainly a service, check column #4. Do not check both columns-you must decide which one the business principally sells.

Finally, make a check under one of the last two columns. If the business profits mainly from one or two goods or services, place a check under column #5. However, if that business makes a profit by selling and/or making several goods or services, make a check under column #6.

iness Name 1.	List Principal Goods or Services Sold 2.	✓ If Goods 3.	✓ If Service 4.	✓ If 1-2 5.	✓ If above Two 6.
Centennial Aviation					
Bargain Antiques					
Pine Mt. Florist					
Parker Chevrolet					
King&Son Auto Parts					
Spirit Rent-A-Car					
Farmers Bank					
The Cut and Curl					
Builders Supply					
KOA Campground					
Bill's Ceramics					
James' Furniture					
Dry Cleaners					

BEST COPY AVAILABLE

1.	2.	3.	4.	5.	6.
4. Caudill Construction					
5. Hamilton Drug Co.					
6. Couch's Denistry					
7. Dr. Bill					
8. Ga. Power Company					
9. Wright's Farm Co.					
0. Pam's Fruit Stand					
1. Duke's Grocery					
2. Dunn's Texaco					
3. Phillip's Grocery					
4. Sentry Hardware					
5. Farm Bureau Insurance					
6. Pineco Lumber					
7. Davis Motel					
8. Pal's Mufflers					
9. Mary's Palmistry					
0. Orkin Exterminating Co.					

HANDOUT #4 - GROUP TABULATION SHEET

Directions:

As individuals, you should have already completed Handout #3. Now as a group, your objective is to reach consensus on each of the the items of handout #3.

First, your group should go through each of the 30 businesses. Discuss each one. Do all the group members agree? If not, try to reach consensus. Avoid conflict-reducing procedures such as majority voting or individual assignments; this is a group project.

After completing each of the 30 items, complete the list of questions below. As a group, answer each one. Some questions require more thought than others. Each question leads into the next question.

The last two questions deal with hypothesis formulation and testing. There are no right or wrong answers. Remember, a hypothesis is just a tentative guess.

The last question will require brainstorming. Brainstorming is a list of ideas. Do not judge whether the ideas are good or bad. Often one person's ideas will stimulate ideas in the other members of the group. The objective is to list as many ideas for testing your groups hypothesis as possible.

Questions:

1. How many businesses provide principally goods?
2. How many businesses provide principally services?
3. How many businesses make or sell 1-2 goods or services?
4. How many businesses make or sell more than 2 goods or services?
5. Do more businesses sell one or two goods or services or do more businesses sell more than one or two goods or services?
6. Why do you think #5 is true?
7. Based on these results, do you believe it is more efficient to specialize or not specialize?
8. In your own words, define specialization.
9. Make an hypothesis to express your opinion on the efficiency or inefficiency of specialization.
10. List every possible way you could test the hypothesis your group has formulated.

HANDOUT #5 - DATA ANALYSIS SHEET

Directions: Answer the following questions based on the data received.

Questions:

1. Does the information relate to the hypothesis? How?
2. Is the data a primary or secondary resource?
3. Is the data authentic? What leads you to believe this?
4. Does the data seem accurate? Why?
5. What unstated assumptions can you locate?
6. List all the facts you can find in the data.
7. List all the opinions you can find in the information.
8. List any examples of faulty logic?
9. What evidence of bias can you locate?
10. What do you think was the author's purpose in writing this material.
11. What inconsistencies within the article can you find?
12. Are there any unsubstantiated conclusions? If yes, what conclusions are unsubstantiated?
13. What do you think is the author's frame of reference?
14. Do you have any additional observations?
15. Do you have any additional inferences?

BEST COPY AVAILABLE

Enclosures

ENCLOSURES 1 AND 2

During the summer of 1980 I attended an Economics Institute sponsored by the National Science Foundation. This institute was held at Emory University. The supervisors of the institute were Dr. Carole Hahn and Dr. Dennis Murphy. One of the duties of these supervisors was to observe each participant in the classroom. Dr. Hahn visited my classroom during the testing phase of the unit I have submitted. I have enclosed two documents verifying this fact. The first one is a letter written in November. This letter makes a reference to the specialization lesson she observed. She was so impressed with this lesson that she wanted to use it in her methods course a Emory. The second document is taken from a newsletter published by the institute for participants in the institute last summer. As you can see she makes specific reference to the lesson she observed. Dr. Hahn welcomes you to call her if you have any questions about the lesson. I did not know about the Awards Program at that time, so she was the only one besides the students to observe the unit.

ENCLOSURE NUMBER 3

The following three pages contain the students reports of their survey. The students asked someone in their community who was a businessman about specialization. The next morning these six students arrived early to type their reports. I did not attempt to correct or alter these reports. The students had too much pride in their work for me to touch it. I am submitting their original work. I hope you will read these reports and realize how much pride the students put into each word.

Anita Karriker - 1st Period

Hamilton Drug Company - Mr. Hobbs

Mr. Hobbs believes specialization is the most efficient system. He states, "If I didn't specialize I wouldn't make a cent." He believes that specialization was the key to the Industrial Revolution. "If it wasn't for specialization we would still be in the Dark Ages." But he adds that the advent of specialization also caused serious problems. Before this system became so widespread people could get medicine several places. Now the only place in town to buy prescriptions is his drug store. He has had to deliver medicine on Christmas Day before. Another disadvantage is cost. Before many people made their own cures from roots, herbs and other things naturally found. This was cheap, but also often ineffective and sometimes harmful. Today, Because of specialization "medicine is better than ever." People are cured faster and less painlessly than ever before. "I've seen the difference and I vote for specialization.

Brian Williams - 2nd Period

Waverly Hall Bar-B-Q - Mr. Hinshaw

Mr. Hinshaw believes specialization is the most efficient economy. He says that he specializes because he sells only Bar-B-Q. If he sold hamburgers he would have to buy a grill. These grillscost almost a thousand dollars. He would have to sell a lot of hamburgers to pay for that grill. If he just sells Bar-B-Q he will probably get just a few less people and he won't have to pay for the extra equipment. He believes people like choices, so he provides a lot of variation with his Bar-B-Q. Mr. Hinshaw stated that, "the one thing that enables him to make a profit is just selling Bar-B-Q." He told me that several times he has had to close because his pit wasn't working. Since Bar-B-Q is all he sells then he is out of luck if he can't cook it. But because this is a rare occasion he usually makes a profit each day. Specialization has his vote.

Joe Harvey - 3rd Period

Blackwell's Grocery - Mrs. Blackwell

Mrs. Blackwell believes specialization is the best. She stated that she had tried bothways and specialization was always better. Her grocery store use to be non-specialized. She would sell everything from her farm. She sold the crops they raised, the beef they raised and butchered, and the crafts she sold. "It was a lot of work"she said, "and we only made a small profit." Now her store's merchandise is brought in from distributors all over the state. She says, "My customers have to pay more,"but she makes more now. When she didn't specialize she use to have to pay grain, fertilizer and raw material salesmen most of her sales. She says,"I never seemed to get ahead." Anyway, specialization has her vote.

Lisa Langford - 4th Period

Parker Chevrolet - Mr. Parker

Mr. Parker thinks specialization is the best system. He specializes in Chevrolet cars and auto parts. If he sold every type of car he would have to have just a few of each type and thousands of automobile parts. His mechanics would have to rknow every type of engine manufactured. Mr. Parker believes that his mechanics would get so confused that they would never be able to fix a car right again. Not only would the mechanicsspread themselves thin, but so would the salesmen. It would be hard for them to remember the advantages of every type of car. "Frankly"Mr. Parker said, "I think the place would be chaos." "My place would be chaos without specialization and so would the world if the world stopped specializing"

Tommy Wilis - 5th Period

The Farmer's Bank - Mr. Jenkins

Mr. Jenkins believes sprecialization is the best system. He said, "If it wasn't for specialization I wouldn't be in business." "If people weren't interdependent on one another they wouldn't have any use for money. If there wasn't any money there sure wouldn't be any banks." Mr. Jenkins said he thought society would be many years behind if specialization had never occured. He thought the benefits of specialization - more and different goods and services at a lower cost; far outweighed the costs-the dependence of people on one another. Mr.

Michael Robinson - 6th Period

Dr. Bill's - Dr. Bill

Dr. Bill believed specialization was the best system. He asked, "What would society be like if there wasn't any specialized medicine?" He then concluded that we would probably all be dead or sick. He believed that Medicine was the prime example of how specialization works for the benefit of everyone in the world. He reflected that since medicine had become more specialized that the death rate had declined and fewer people were sick. Dr. Bill strongly supported specialization.

ENCLOSURES 4 AND 5

Enclosures 4 and 5 are the original tests. These drawings were made by a special education student who can not read. For his exam on specialization I asked him to draw two pictures. One picture was to depict a specialized society. The other picture was to illustrate a non-specialized society. He did an excellent job and received an A on the test. He was very proud.

I took his drawings and added three questions to each one. I filled in the words on the drawings and inked in the illustrations. These were xeroxed to distribute to the students for evaluative purposes.

BEST COPY AVAILABLE

ECONOMICS TEST #6 October 28,1980

Directions:

Answer the following questions as completely as possible.

Questions:

1. Is the above society an example of specialization or non-specialization? Why do you feel this is true?
2. List all the characteristics of a specialized society evident in the picture.
3. List all the characteristics of a non-specialized society evident in the picture.

BEST COPY AVAILABLE

ECONOMICS TEST #6 October 28, 1980

Directions:

Answer the following questions as completely as possible.

Questions:

1. Is the above society an example of specialization or non-specialization? Why do you feel this is true?
2. List all the characteristics of a specialized society evident in the picture.
3. List all the characteristics of a non-specialized society evident in the picture.

ENCLOSURE 6

I was not aware of the Joint Council's Economic Award Program until May 22, 1981. Dr. Hahn sent the NSF participants a memo and the application on that date. If I had known about the program before I would have documented this unit better. I do have the letters from Dr. Hahn (Enclosures 1and 2), the students original survey reports (Enclosure 3), the special student's original art work which I made into a test (Enclosures 4 and 5), the photographs of the students holding one of the rocking chairs they bought at the furniture shop in Hamilton (Enclosure 7) and this enclosure which was taken out of Casey Duck's notebook. Casey luckily saves everything. It was a miracle she had saved the material since October when the unit was taught. The following enclosure is her papers from the specialization unit.

BEST COPY AVAILABLE

Casey Duck

Handout #2

Good Analysis Casey! Improve your punctuation especially w. Keep up the good work +

1. Whether or not to do away with some of the athletic teams.

2. One teacher suggests to eliminate several of the teams, another teacher suggests to keep things the way they are. The coach is unsure what to do

3. The first teacher values winning, the second teacher values participation, The coach values his players.

4. Yes, the values of the two teachers reflect.

5. The first teacher probably got his views from participation in competition. The second teacher probably got his values from school or church.

6. Yes, someone, (like my mom) might not want athletics at all, because its not worth the expense.

above

BEST COPY AVAILABLE

Good job Cory. Keep up the good work!

Crazy Duck 1st Period

HANDOUT #3 - BUSINESSES IN TOWN

What is more efficient specialization or non-specialization. One way to test efficiency is to establish what system business uses more. Why?

Below you will find a list of the 30 major businesses in town. List under column #2 the principal items each business sells or makes. List only the main goods or services the business provides. Avoid listing such things as "cokes at a gas station." The coke sales are not the key to whether the business makes a profit or not. What you should list are goods such as gas and oil.

If the business provides mainly a good, check column #3. If the business provides mainly a service, check column #4. Do not check both columns-you must decide which one the business principally sells.

Finally, make a check under one of the last two columns. If the business profits mainly from one or two goods or services, place a check under column #5. However, if that business makes a profit by selling and/or making several goods or services, make a check under column #6.

Business Name 1.	List Principal Goods or Services Sold 2.	✓ If Goods 3.	✓ If Service 4.	✓ If 1-2 5.	✓ If above Two 6.
1.Centennial Aviation	sells Planes	✓		✓	
2.Bargain Antiques	sells Antiques	✓		✓	
3.Pine Mt. Florist	sells flowers	✓		✓	
4.Parker Chevrolet	sells cars	✓		✓	
5.King&Son Auto Parts	sells Auto Parts	✓		✓	
6.Spirit Rent-A-Car	Rents Cars		✓	✓	
7.Farmers Bank	Saves and loss money		✓	✓	
8.The Cut and Curl	Fixes Hair		✓	✓	
9.Builders Supply	sells wood	✓		✓	
10.KOA Campground	Rents Campsites		✓	✓	
11.Bill's Ceramics	sells pottery	✓		✓	
12.James Furniture	sells Furniture	✓		✓	
13.Dry Cleaners	Cleans Clothes		✓	✓	

BEST COPY AVAILABLE

1.	2.	3.	4.	5.	6.
14. Caudill Construction	Builds Houses		✓	✓	
15. Hamilton Drug Co.	Sells drugs	✓	✓	✓	
16. Couch"s Denistry	Fixes Teeth		✓	✓	
17. Dr. Bill	Doctor		✓	✓	
18. Ga. Power Company	Sells Electricity	✓		✓	
19. Wright's Farm Co.	sells Tractors	✓		✓	
20. Pam's Fruit Stand	sells Fruit	✓		✓	
21. Duke's Grocery	Sells Food, drugs, clothes	✓			✓
22. Dunn's Texaco	Sells Gas	✓		✓	
23. Phillip's Grocery	Sells Food	✓		✓	
24. Sentry Hardware	sells tools, brick, lumber	✓			✓
25. Farm Bureau Insurance	Sells Insurance		✓	✓	
26. Pineco Lumber	sells lumber	✓		✓	
27. Davis Motel	Rents Rooms		✓	✓	
28. Pal's Mufflers	Sells Mufflers	✓		✓	
29. Mary's Palmistry	Tells Fortune		✓	✓	
30. Orkin Exterminating Co.	kills bugs		✓	✓	

BEST COPY AVAILABLE

Handout #4 Group Report Cards Duck 12th

Group members - Rain Wells, Nancy Schaeberger, Ashley Drake and Bo Leeds

Good job!

I can tell the group time spent their group time wisely!

1 18
2. 13
3 24
4 2
5 Most sell one or two goods or services.
6. Because its cheaper to make or sell one or two than several goods or services.
7. More efficient to specalize.
8. Specialization is concentrating on one or two goods, services, or activities. Good.
9. There will be a positive correlation between specialization and efficiency. Excellent!
10 1) Ask businessman what is best.
2) Consult an economic textbook
3) Perform an experiment.
4) Take a vote about what is best.
5) Find out how many nations specalize. Excellent
6) Find out how many states specalize.
7) Get two guest speakers - one who specializes and one who doesn't

BEST COPY AVAILABLE

:D Good work! I can tell you put a lot of effort into your paper! 7

Handout #5

Cases Duck
1st Period

(1) yes - all the information is about specialization
(2) Secondary resourse
(3) yes - Ms Luna would give them a F if they cheated
(4) yes - because these are businessmen who make their living specializing
(5) None
(6) 1) People once could get medicine several places
2) Now medicine can only be bought at the store
3) Mr Hobbs had to deliver medicine on Christmas before.
4) People once made their own cures
5) Mr. Hinshaw sells only Bar-B-Q
6) Hamburger grills costs $1,000
7) Mr. Hinshaw He has had to close before because the pit wasn't working.
8) Ms. Blackwell use to non-specialize
9) Ms. Blackwell use to sell things from her farm.
10) Now her merchandise is brought in from distributors
11) Her coslomers have to pay more now

BEST COPY AVAILABLE

12) Once she had to pay for grain, fertilizer & raw materials
13) Mr. Parker specializes in Chevrolets
14) If he didn't he would have thousands of auto parts and cars
15) Since specialization the death and illness rate has dropped

(7) 1) "If A didn't specialize B wouldn't make a car
2) Specialization was the key to the industrial revolution
3) We'd still be in the dark ages
4) Specialization caused serious problems
5) "Medicine is better than ever"
6) If he sells Box-B-A he will get less p
7) People like choices
8) "The one thing that enables him to make a profit is selling Box-B-A."
9) "Specialization is always better
10) Mr. Parker's mechanics would get so confused that they would never be able to fix a car again.
11) "It would be hard for them to remember the advantages of every car"
12) "I think the place would be chaos
13) "My place would be chaos without specialists and so would the world ..."

BEST COPY AVAILABLE

14) "If it wasn't for specialization I wouldn't be in business."
15) "If there wasn't any money there wouldn't be any banks"
16) We would all be dead or sick.

(9) Mr Simkins supports specialization because it keeps him in the bank business. Dr Bill is in medicine, that's why he supports it so much.

(10) The author's purpose was to perform one test of specialization.

(11) Mr Hobbs says the non-specialized days were both bad & good.

(8) Mr Henshaw says people like choices, yet he provides few choices.

Ms Blackwell says she didn't use to specialize, yet she use to buy grain etc. from someone else and sell to other people.

(12) "If I didn't specialize I wouldn't make a cent"

Selling only Bar-B-Q enables Mr Henshaw to make a bigger proffit.

The belief that the place would be Mr Parker chaos if he didn't specialize.

BEST COPY AVAILABLE

Mr Jenkins - "If I didn't specialize I wouldn't be in business"

Dr Bill - "We would all be dead or sick"

(13) The authors frame of reference is a student with a limited knowledge of economics, except the experience of living in the economy.

(14) All the people interviewed think specialization is the best system

(15) yes - Specialization must be the best if business thinks so

BEST COPY AVAILABLE

Test #6 You did a fine job on this Dawn! I am proud of you!
Casey Duck A

A. 1. Specialized Because you have to go to a different place to buy furniture, groceries, hardware & food.

2. ① Different place for each good or service
② Banks to provide the money needed for exchange.
③ No one is not interdependent on everyone else - if you need groceries you have to go to the grocery store

3. ⓐ None

B 1. Non Specialized - Because it looks like the family is only dependent on themselves.

2. ① The wagon may be used to transport food etc to the market.
② The pigs, crops, etc may be sold to other people

3. ① It looks like the family is doing everything for themselves.
② someone is repairing or making a house
③ someone is making furniture - a chair
④ The farm has everything they need - food, furniture, shelter, transportation, etc

BEST COPY AVAILABLE

5 no evidence of dependance on anyone else
6 no evidence of money to buy things
from other people